

School plan 2018 – 2020

Quakers Hill Public School – Community Plan



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School vision statement

School Excellence Framework

- The focus is on students

All parents want the very best for their children. In education, this means teachers and schools with a commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world. In the early years, it means having confidence that each individual child will be known and understood, and their individual potential developed. As students' progress, it means knowing that they are well supported as increasingly self-motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing.

At Quakers Hill Public school, we believe that by working closely with our community (and as a Blacktown Learning Community), in a strategic and purposeful way, that we can as teachers imagine the possibilities, believe in the possibilities and create the possibilities for our students. In this way we can inspire confident, creative, innovative students who are critical in their thinking, engaged in their learning and responsible citizens

School context

Quakers Hill Public School is situated in the Blacktown School Education area. Quakers Hill maintains an enrolment of approximately 955 (70% NESB) students set on large grounds and surrounded by several other schools both public and private. The school has two opportunity classes (Year 5 and Year 6). Many of our parents are both working, necessitating the need for before and after school care. Literacy and numeracy continue to be the school's focus. School based assessment and external assessment (NAPLAN and University tests) indicate that the school consistently performs extremely well, compared to region and state in literacy and numeracy, matching and exceeding state and regional results in both Year 3 and Year 5. This includes our Year 5 students without the OC cohort.

The school is at the forefront of future focused education, having participated in the Quality Teaching 21 and the Connected Communities 21 projects. In partnership with the school community, Quakers Hill Public school is well in to its journey to transform classroom learning environments in to future focused learning environments based strongly on Professor Stephen Heppell's research.

Our teachers have been challenging the status quo over the past few years and our classrooms are a testament to this philosophy. The school's website lists the changes we have made when thinking about future focused learning. We have been challenging old assumptions and make new assumptions about what we do in our schools in order to truly embed 21 future focused learning.

School planning process

During 2017, Quakers Hill Public School undertook a comprehensive review of current practices, and data collection, including academic results, attendance patterns, behaviour and participation. The process for this review included surveying (staff, students and staff) and community and staff discussions and brainstorming sessions to share ideas and identify the priorities for the 2015-2017 school plan.

This process included a review of strengths, opportunities and areas of development across all facets of school. As a direct result of the school's thorough consultation process, the following three strategic directions were identified as the school's commitment, drive and future developments across the school.

- **Excellence in Leading**
- **Excellence in Teaching**
- **Excellence in Learning**

For each strategic direction, the school community has articulated the purpose behind each of these directions, forming the school's improvement and development efforts for the next three years. Each of our strategic directions provides details of the purpose, people and processes and products and practices that are to be realised through the three year plan.

Discussion with Principal Support Leadership (PSL), Lauretta Claus and Jenny Walker, reviewing school plan including consultation process and strategic directions.



This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school's educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

STRATEGIC DIRECTION 1

Excellence in
Learning

Purpose:

To enable students to develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

STRATEGIC DIRECTION 2

Excellence in
Teaching

Purpose:

To ensure that teachers demonstrate responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned by high quality teaching.

STRATEGIC DIRECTION 3

Excellence in Leading

Purpose:

To develop leadership capacity at all levels to foster a school-wide culture of high expectations and a shared sense of responsibility for whole school improvement.

Strategic Direction 1: Excellence in Learning

Purpose

To enable students to develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

Improvement Measures

Clear and consistent data patterns that reflect an upward trend in the number of positive rewards issued to all students and a downward trend in the number of negative behaviour incidents recorded.

All students, as indicated through LST referrals and NCCD, receive support through Individual Education Programs and Personalised Learning Pathways.

Increased staff confidence and capacity around assessing using consistent evidence based judgements as evidenced by staff survey data.

People

How do we develop capabilities of our people to bring about transformation?

Students:

Engage students in the development of the 6 capabilities to recognise their own strengths and those of others, to celebrate diversity and to support all others to achieve their potential. To meaningfully participate in new and innovative learning experiences. To feel safe, valued, supported in order to fulfil their potential.

Staff

Staff actively involved in professional learning (universal, targeted and intensive) around a range of strategies and activities including; inclusion, students with disabilities, differentiation, learning and support team processes, around PBL, transitioning and Consistent Teacher Judgement.

Parents

Meaningful consultation and transparent processes with parents and carers as to their child's needs and pathways to support their child to realise their potential across academic, social and emotional domains.

Community partners

Build upon Wesley Mission community partnership, experiences and expertise to develop and maintain sustainable systems and practices that will be mutually beneficial and positively impact the wider community. Liaise with Educational Services and BLC to build collective capacity, share knowledge and broker appropriate PL as required in these domains.

Leaders

Leaders identified as change agents to drive positive change and lead staff through the processes related to PBL, Consistent Teacher Judgement and Transitions.

Processes

How do we do it and how will we know?

All staff engage in a planned approach to wellbeing.

All staff support student transitions and continuity of learning

Teachers apply consistent formative and summative assessment practices

Evaluation plan

Rigorous and regular data collection and analysis of behaviour and wellbeing incidences on Sentral.

School collects and analyses information to inform and support successful student transitions.

Student IEPs and PLPs monitored regularly. Support for staff to write and implement these plans with authenticity and purpose.

Wellbeing programs have comprehensive plans for implementation to ensure data collection processes, systems for improvement and inbuilt channels for feedback to monitor and measure success. Plans adjusted regularly in line with data.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Rigorous analysis of SCOUT / SMART /school based data in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Products and Practices

What is achieved and how do we know?

Product

Clear and consistent data patterns that reflect an upward trend in the number of positive rewards issued to all students and a downward trend in the number of negative behaviour incidents recorded.

All students, as indicated through LST referrals and NCCD, receive support through Individual Education Programs and Personalised Learning Pathways.

Increased staff confidence and capacity around assessing using consistent evidence based judgements as evidenced by staff survey data.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.

Strategic Direction 2: Excellence in Teaching

Purpose

To ensure that teachers demonstrate responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned by high quality teaching.

Improvement Measures

Positive growth for all students Years 3 and 5 in all aspects of the value added component of NAPLAN

Increase number of students achieving in the top three bands in literacy and numeracy based on NAPLAN Data

Representation of Aboriginal and ESL students in top three skill bands matches that of the school population.

Tell Them From Me data reflects increased student engagement on previous years.

People

How do we develop capabilities of our people to bring about transformation?

Students

Engage students in the development of capabilities to integrate skills and learning experiences to foster self-learning, self-reflection and to articulate their role in the learning process.

Staff

Staff are actively involved in professional learning; sourcing opportunities that reflect identified areas for growth, participating in meaningful professional learning opportunities and sharing expertise with their colleagues.

Staff set clear learning intentions for their students, empowering them in their learning.

Staff based their development around *Great Teaching Inspired Learning*, using the school's Performance and Development policy as a platform to improve their teaching through negotiated plans, observation and demonstration lessons, and personal and whole school professional learning opportunities.

Community Partners

Build upon Blacktown Learning Community partnerships, experiences and expertise to develop intellectual quality.

Leaders

Leaders participate in capacity development programs and implement principles of evaluative thinking.

They continually monitor the impact of programs and approaches used by all teachers, and improve practice as required.

Processes

How do we do it and how will we know?

Teaching staff and school leaders demonstrate and share expertise and innovation.

Teachers identify, understand and implement effective classroom practice

Teachers and school leaders engage in, evaluate and share meaningful professional learning experiences of programs and approaches used by all teachers.

Evaluation plan

Regular assessing, analysis and reporting against school's milestones by the schools executive team and team leaders. Regular feedback as a staff and school community.

Analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis

Review and monitoring of teaching programs and practices through the schools supervision & PDP process.

Products and Practices

What is achieved and how do we know?

Product

Positive growth for all students Years 3 and 5 in all aspects of the value added component of NAPLAN

Increase number of students achieving in the top three bands in literacy and numeracy based on NAPLAN Data

Representation of Aboriginal and ESL students in top three skill bands matches that of the school population.

Tell Them From Me data reflects increased student engagement on previous years.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning across all teaching staff.

Teachers collaborate with staff in other schools to share and embed good practice.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, daily interventions and modify teaching practice.

Strategic Direction 3: Excellence in Leadership – Leadership capacity at all levels

Purpose

To develop leadership capacity at all levels to foster a school-wide culture of high expectations and a shared sense of responsibility for whole school improvement.

Improvement Measures

Increase in number of parents actively engaged in and supporting the school's educational priorities through meaningful school partnerships

Minority cultural groups are represented in a wider range of school based initiatives.

Increased leadership capacity of aspiring leaders and of current executive through the BLC REACH, Growth Coaching, growth mindset and FranklinCovey Programs

People

How do we develop capabilities of our people to bring about transformation?

Staff

Staff are actively involved in ongoing professional learning centred on the school priorities.

Staff engage in a range of opportunities to build their leadership capacity through the schools Performance and Development processes in a culture of high expectations.

Parents

Parents from all cultural groups are provided with opportunities to engage in and lead workshops, discussions, meetings and demonstrations around areas in relation to a child's social, emotional, behavioural and academic wellbeing. Parents play a role in promoting sustainable school improvement by providing meaningful and constructive feedback.

Community partners

Community partners establish strategic relationships with the school (an interagency approach) to work together to enhance learning outcomes for students, family and community members.

Leaders

Leaders organise their schools in ways that respond positively towards building leadership capacity for future leaders. School policies and practices explicitly state and integrate the principles and practices of effective leadership.

Processes

How do we do it and how will we know?

Teachers participate in professional learning to develop their leadership capacity

Executive staff access ongoing **mentoring** and leadership skill development

The community accesses engagement programs which provide leadership and feedback opportunities.

Evaluation plan

The Analysing Current Practice evaluation tool (school assessment tool) is applied to record where effective practices are evident and note those that are not working well. Regular assessing and analysing of this data and the milestones will provide ongoing feedback to staff and the whole school community.

Practices and processes are responsive to school community feedback and school self-analysis

Evidence-based strategies and innovative thinking in embedded that deliver ongoing improvements in student outcomes.

Products and Practices

What is achieved and how do we know?

Product

Increase in number of parents actively engaged in and support the school's educational priorities through school partnerships

All cultural groups are represented in a wide range of school-based initiatives.

Increased leadership capacity of aspiring leaders and of current executive through the BLC REACH Program and distributed leadership model.

Increased leadership capacity of current executive through the BLC REACH Program, growth coaching, growth mindset and Franklin Covey and programs

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.